

GCSE

LATIN

Latin Verse Literature (Foundation Tier)

Specimen Paper

F

A404

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

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Candidate
Surname

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Centre
Number

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Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer **either** Section A **or** Section B.

Section A: Virgil

Answer all the questions.

Read the Latin passage and answer the questions.

corripit hic subita trepidus formidine ferrum
Aeneas strictamque aciem venientibus offert,
et ni docta comes tenues sine corpore vitas
admoneat volitare cava sub imagine formae,
inruat et frustra ferro diverberet umbras.

Aeneid VI lines 290-294

- 1 Aeneas is described as *trepidus*. What does *trepidus* mean here?

Put a tick (✓) in the correct box.

- | | | |
|----------|-----------|--------------------------|
| A | joyful | <input type="checkbox"/> |
| B | uncertain | <input type="checkbox"/> |
| C | alarmed | <input type="checkbox"/> |
| D | fearless | <input type="checkbox"/> |

[1]

- 2 What had made Aeneas feel like this? Give **two** details.

.....
.....[2]

- 3 What did Aeneas intend to use his sword for?

.....
.....[1]

- 4 Write down and translate the Latin words that tell us who stopped him from doing this.

.....
.....[2]

- 5 Why would Aeneas' sword have been useless?

.....
.....[2]

- 6 Which Latin word tells us his sword would have been useless?

.....[1]

This flood, thick with mud and a huge chasm, boils and spews out all its sand into the Cocytus. The dreadful ferryman, Charon, guards these waters and rivers in dreadful squalor; a thatch of grey hair lies unkempt on his chin, his eyes stare with flames, a dirty cloak hangs in a knot from his shoulders. He himself pushes along his boat with a pole and sees to the sails, and carries the bodies in his rusty boat, now elderly but his old age is vigorous and lively for a god.

How does Virgil make this a vivid and dramatic passage?

- the power of the river Acheron
- the appearance of Charon
- the description of his boat.

Marks are awarded for the quality of written communication of your answer.

SPECI

[10]

[Turn over

8 Read the Latin passage and answer the questions.

huc omnis turba ad ripas effusa ruebat,
matres atque viri defunctaque corpora vita
magnanimum heroum, pueri innuptaeque puellae,
impositique rogis iuvenes ante ora parentum.

Aeneid VI lines 305-308

What was the crowd doing?

Put a tick (✓) in the correct box.

- | | | |
|----------|---|--------------------------|
| A | The crowd was rushing to the river. | <input type="checkbox"/> |
| B | The crowd was rushing to the banks. | <input type="checkbox"/> |
| C | The crowd was pouring out over the shore. | <input type="checkbox"/> |
| D | The crowd was rushing about in confusion. | <input type="checkbox"/> |

[1]

9 Write down and translate the word that describes the girls (*puellae*).

.....[2]

10 What had happened to the young men (*iuvenes*)?

.....

[2]

11 What do the groups of girls and young men have in common? Give **two** points.

.....

[2]

12 Read the passages and answer the questions.

quam multa in silvis autumni frigore primo
lapsa cadunt folia, aut ad terram gurgite ab alto
quam multae glomerantur aves, ubi frigidus annus
trans pontum fugat et terris immittit apricis.

As many as the leaves that slip and fall in the woods in the first frost of autumn, or as many as the birds that flock to the land from the deep ocean, when the cold time of year chases them across the sea and sends them to sunny lands.

Aeneid VI lines 309-312

Pick out **two** details of this simile, and explain how they relate to what Aeneas sees.

.....

.....

.....

.....

.....

.....

.....

.....[4]

[Turn over

13 Read the Latin passage and answer the questions.

stabant orantes primi transmittere cursum
tendebantque manus ripae ulterioris amore.

Aeneid VI lines 313-314

stabant: what were the first souls doing?

Put a tick (✓) in the correct box.

- A** They were sitting. ☐
- B** They were lying. ☐
- C** They were running. ☐
- D** They were standing. ☐

[1]

14 *transmittere cursum*: why were the first souls praying?

Put a tick (✓) in the correct box.

- A** to make the crossing ☐
- B** to send a runner across ☐
- C** to transmit a curse ☐
- D** to transmit a course ☐

[1]

15 *tendebant manus*: what were they doing?

Put a tick (✓) in the correct box.

- A** They were stretching their bodies. ☐
- B** They were reaching out their hands. ☐
- C** They were reaching with their hands. ☐
- D** They were stretching their spirits. ☐

[1]

16 *ripae ulterioris amore*: why were they doing this?

Put a tick (✓) in the correct box.

- | | | |
|----------|--|--------------------------|
| A | because they loved the other shore | <input type="checkbox"/> |
| B | to love the opposite bank | <input type="checkbox"/> |
| C | because of their longing to reach the other bank | <input type="checkbox"/> |
| D | because of their mature love for another | <input type="checkbox"/> |

[1]

17 Which of the words below best describes the souls?

Put a tick (✓) in the correct box.

- | | | |
|----------|---------|--------------------------|
| A | anxious | <input type="checkbox"/> |
| B | happy | <input type="checkbox"/> |
| C | sad | <input type="checkbox"/> |
| D | thirsty | <input type="checkbox"/> |

[1]

[Turn over

18 Read the Latin passage and answer the question.

quae contra breviter fata est Amphrysia vates:
 'nullae hic insidiae tales (absiste moveri),
 nec vim tela ferunt; licet ingens ianitor antro
 aeternum latrans exsanguis terreat umbras,
 casta licet patrui servet Proserpina limen.'

Aeneid VI lines 398-402

Tick the **five** true statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|--|--------------------------|
| A | The name of <i>Amphrysia vates</i> was Venus. | <input type="checkbox"/> |
| B | She was speaking to Charon. | <input type="checkbox"/> |
| C | She said they were planning surprise attacks. | <input type="checkbox"/> |
| D | She told him to get moving. | <input type="checkbox"/> |
| E | She said the weapons had no power. | <input type="checkbox"/> |
| F | Cerberus was the name of <i>ingens ianitor</i> . | <input type="checkbox"/> |
| G | She said Cerberus could bark. | <input type="checkbox"/> |
| H | Proserpina is described as 'pure'. | <input type="checkbox"/> |
| I | Proserpina was the goddess of Love. | <input type="checkbox"/> |
| J | <i>patrui</i> refers to Charon. | <input type="checkbox"/> |

[5]

Do **not** answer Section B if you have already answered Section A.

Section B: Catullus and Ovid

Answer all the questions.

20 Read the Latin passages and answer the questions.

quaeris, quot mihi basiationes
tuae, Lesbia, sint satis superque.

Catullus 7, lines 1-2

What question does Lesbia ask?

.....
.....[2]

quam magnus numerus Libyssae harenae
lasarpiciferis iacet Cyrenis
oraclum Iovis inter aestuosi
et Batti veteris sacrum sepulcrum.

Catullus 7, lines 3-6

21 Which continent is Catullus referring to?

Put a tick (✓) in the correct box.

- | | | |
|----------|---------------|--------------------------|
| A | Asia | <input type="checkbox"/> |
| B | Africa | <input type="checkbox"/> |
| C | Europe | <input type="checkbox"/> |
| D | North America | <input type="checkbox"/> |

[1]

22 Why does Catullus mention these places?

.....
.....
.....[2]

23 Read the Latin passage and answer the questions.

tam te basia multa basiare
vesano satis et super Catullo est,
quae nec pernumerare curiosi
possint nec mala fascinare lingua.

Catullus 7, lines 9-12

Catullus describes himself as *vesanus* (mad). Why does he describe himself in this way?

.....[1]

24 What is Catullus afraid of in the last two lines?

.....
.....
.....
.....[2]

[Turn over

25 Read the passages and answer the question.

miser Catulle, desinas ineptire,
et quod vides perisse perditum ducas.
fulsere quondam candidi tibi soles,
cum ventitabas quo puella ducebat
amata nobis quantum amabitur nulla.
ibi illa multa cum iocosa fiebant,
quae tu volebas nec puella nolebat,
fulsere vere candidi tibi soles.

Poor Catullus, stop being a fool, and accept that what you see is lost is lost. Once bright suns shone for you, when you were always following wherever your girl led, loved by us like no other girl will be loved. Then, when all those pleasant things were done, which you wanted and your girl did not refuse, bright suns truly shone for you.

Catullus 8, lines 1-8

How does Catullus show how strongly he feels in these lines?

In your answer you can refer to the **Latin or the English** and discuss what Catullus says and how he says it. Your answer should cover the following points:

- the emotions Catullus shows
- his use of imagery
- the change in the relationship.

Marks are awarded for the quality of written communication of your answer.

[10]

26 Read the Latin passages and answer the questions.

nunc iam illa non volt: tu quoque impotens noli,
nec quae fugit sectare, nec miser vive,
sed obstinata mente perfer, obdura.

Catullus 8, lines 9-11

To whom does *illa* refer?

.....[1]

27 How has this person changed?

.....[1]

28 What is Catullus trying to persuade himself to do?

.....[1]

vale, puella. iam Catullus obdurat,
nec te requiret nec rogabit invitam.

Catullus 8, lines 12-13

29 *vale puella*: what is Catullus saying?

Put a tick (✓) in the correct box.

- | | | |
|----------|-----------------------|--------------------------|
| A | goodbye, girl | <input type="checkbox"/> |
| B | hello, girl | <input type="checkbox"/> |
| C | my girl is well | <input type="checkbox"/> |
| D | my girl has gone away | <input type="checkbox"/> |

[1]

30 *iam Catullus obdurat*: what does this mean?

Put a tick (✓) in the correct box.

- | | | |
|----------|----------------------------|--------------------------|
| A | Now Catullus is weak. | <input type="checkbox"/> |
| B | Now Catullus is firm. | <input type="checkbox"/> |
| C | Now Catullus is obedient. | <input type="checkbox"/> |
| D | Now be firm with Catullus. | <input type="checkbox"/> |

[1]

[Turn over]

31 *nec te requiret*: what does this mean?

Put a tick (✓) in the correct box.

- A** Catullus is not looking for you. ☐
- B** Catullus has not looked for you. ☐
- C** Catullus will not look for you. ☐
- D** Catullus does not look for you. ☐

[1]

32 *nec rogabit*: what does this mean?

Put a tick (✓) in the correct box.

- A** Don't ask for me. ☐
- B** I will not ask. ☐
- C** She will not ask. ☐
- D** He will not ask for her. ☐

[1]

33 *invitam*: what does this mean?

Put a tick (✓) in the correct box.

- A** Catullus is unwilling. ☐
- B** Lesbia is unwilling. ☐
- C** Catullus has been invited. ☐
- D** Lesbia has been invited. ☐

[1]

34 Read the Latin passage and answer the questions.

sed tu praecipue curvis venare theatris;
haec loca sunt voto fertiliora tuo.
illic invenies quod ames, quod ludere possis,
quodque semel tangas, quodque tenere velis.

Ovid, *Ars Amatoria* 1.89-92

Explain why the theatres are described as *curvis*.

.....
.....[1]

35 *venare* (hunt): who or what is to be hunted?

.....
.....[1]

36 *voto fertiliora tuo*: what do these words mean?

Put a tick (✓) in the correct box.

- | | | |
|----------|-------------------------------------|--------------------------|
| A | as fertile as you wish | <input type="checkbox"/> |
| B | you wish to be fertile | <input type="checkbox"/> |
| C | more productive than you could wish | <input type="checkbox"/> |
| D | productive of your wishes | <input type="checkbox"/> |

[1]

37 *quodque semel tangas, quodque tenere velis*: what **two** types of relationship is Ovid describing here?

.....
.....
.....
.....[2]

[Turn over

38 Read the passages and answer the questions.

ut redit itque frequens longum formica per agmen,
granifero solitum cum vehit ore cibum,
aut ut apes saltusque suos et olentia nactae
pascua per flores et thyma summa volant,
sic ruit ad celebres cultissima femina ludos.

As many an ant hurries to and fro in a long column, when they carry their usual food in their grain-carrying mouths, or as bees, having reached their glades and fragrant pastures, fly through the flowers and the tops of the thyme, in the same way the most fashionable ladies rush to the crowded shows.

Ovid, *Ars Amatoria* 1.93-97

Pick out **two** details of this simile, and explain how each relates to the theme of Ovid's poem.

[4]

..[4]

39 Read the Latin passage and answer the question.

copia iudicium saepe morata meum est.
spectatum veniunt, veniunt spectentur ut ipsae;
ille locus casti damna pudoris habet.

Ovid, *Ars Amatoria* 1.98-100

Tick the **five** true statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|-------------------------------------|--------------------------|
| A | There is an abundance of women. | <input type="checkbox"/> |
| B | The women have died. | <input type="checkbox"/> |
| C | Ovid can't make up his mind. | <input type="checkbox"/> |
| D | This has often happened. | <input type="checkbox"/> |
| E | The spectators come. | <input type="checkbox"/> |
| F | The women don't come there. | <input type="checkbox"/> |
| G | The women want to be watched. | <input type="checkbox"/> |
| G | The place was damned. | <input type="checkbox"/> |
| H | The place destroys women's modesty. | <input type="checkbox"/> |

[5]

[Turn over

40 Read the passages and answer the question.

protinus exsiliunt, animum clamore fatentes
virginibus cupidas iniciuntque manus;
ut fugiunt aquilas, timidissima turba, columbae
utque fugit visos agna novella lupos,
sic illae timuere viros sine lege ruentes;
constitis in nulla qui fuit ante color.

They leapt up at once, declaring their love with a shout, and threw their greedy hands on the maidens; as a very timid flock of doves flees from eagles, and as the new-born lamb flees from the hated wolves, so the women feared the men rushing wildly; the colour that they had before remained in none

Ovid, *Ars Amatoria* 1.115-120

Here Romulus gives the signal for his men to grab hold of the Sabine women. How does Ovid make this a vivid and dramatic passage?

In your answer you may refer to the **Latin or the English** and discuss what Catullus says and how he says it. Your answer should cover the following points:

- the violence of the men
- his use of the simile
- the reactions of the women.

Marks are awarded for the quality of written communication of your answer.

.....[10]

Section B Total [50]

Paper Total [50]

Copyright Acknowledgements:

Sources

Section A Latin extracts

Virgil Aeneid VI, Virgil Oxford Classical Texts P. Vergili Maronis Opera ed RAB Mynors Oxford University Press ISBN 0198146531, lines 290-294. By permission of Oxford University Press. www.oup.com

Ibid. Virgil Aeneid VI lines 296-304

Ibid. Virgil Aeneid VI lines 398-410

Section B Latin extracts

Catullus poem 7, from Oxford Classical texts Catullus: Carmina ed RAB Mynors Oxford University Press. By permission of Oxford University Press. www.oup.com

Catullus poem 8, from Oxford Latin Reader Oxford University Press ISBN 0195212096 p. 122, lines 1-8

Ibid. Catullus poem 8 lines 9-11

Ibid. Catullus poem 8 lines 12-13

Ovid, Ars Amatoria 1, from Oxford Latin Reader p. 204, lines 89-92

Ibid. Ovid, Ars Amatoria 1 lines 98-100

Ibid. Ovid, Ars Amatoria 1 lines 115-120

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SPECIMEN

The maximum mark for this paper is 50.

SPECIMEN

Section A: Virgil		
Question Number	Answer	Max Mark
1	Aeneas is described as <i>trepidus</i>. What does <i>trepidus</i> mean here? C - alarmed	[1]
2	What had made Aeneas feel like this? Give two details. Various monsters appeared to threaten him (1) One specific example (1) Alternatively, 1 mark for each of two examples.	[2]
3	What did Aeneas intend to use his sword for? to defend himself	[1]
4	Write down and translate the Latin words that tell us who stopped him from doing this. <i>docta comes</i> (1) his learned companion (1)	[2]
5	Why would Aeneas' sword have been useless? the monsters were insubstantial lives without bodies (1) they only had the hollow likeness of shapes (1)	[2]
6	Which Latin word tells us his sword would have been useless? <i>frustra</i>	[1]
7	How does Virgil make this a vivid and dramatic passage? <ul style="list-style-type: none"> the power of the river Acheron the river is <i>turbidus</i> - confused, thick it is called <i>gurgēs</i> - flood it has a <i>vasta voragine</i> - huge chasm <i>vasta voragine</i> - alliteration <i>turbidus ... gurgēs</i> - strong words at beginning and end of line <i>aestuāt</i> - boils <i>aestuāt</i> - strong word at beginning <i>eructat</i> - spews	[10]

Section A: Virgil		
Question Number	Answer	Max Mark
7 Cont'd	<ul style="list-style-type: none"> the appearance of Charon <i>horrendus</i> - deadful <i>terribili squalore</i> - dreadful squalor <i>plurima canities</i> - a thatch of grey hair <i>inculta</i> - hair was unkempt <i>stant lumina flamma</i> - his eyes stare with flames <i>sordidus amictus</i> - dirty cloak <i>senior</i> - elderly <i>cruda viridisque</i> - vigorous and lively the description of his boat <i>ferruginaea</i> - rusty <i>corpora cumba</i> - alliteration <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
8	What was the crowd doing? B - The crowd was rushing to the banks.	[1]
9	Write down and translate the word that describes the girls (<i>puellae</i>). <i>innuptae</i> (1) unmarried (1)	[2]
10	What had happened to the young men (<i>iuvenes</i>)? They were placed on pyres (1) before the faces of their parents (1).	[2]
11	What do the groups of girls and young men have in common? Make two points. They are dead (1) they died before their time (1).	[2]
12	Pick out two details of this simile, and explain how they relate to what Aeneas sees. The souls are as numerous (1) as the leaves that fall in autumn (1)	[4]

	or as the birds (1) forced by cold weather to migrate (1).	
Section A: Virgil		
Question Number	Answer	Max Mark
13	<i>stabant</i>: what were the first souls doing? D - They were standing.	[1]
14	<i>transmittere cursum</i>: why were the first souls praying? A - to make the crossing	[1]
15	<i>tendebant manus</i>: what were they doing? B - They were reaching out their hands.	[1]
16	<i>ripae ulterioris amore</i>: why were they doing this? C - because of their longing to reach the other bank	[1]
17	Which of the words below best describes the souls? A - anxious	[1]
18	Tick the five true statements. B - E - F - G - H	[5]
19	How does Virgil make this a dramatic confrontation between the Sibyl and Charon? <ul style="list-style-type: none"> the force of the Sibyl's arguments <p><i>ad genitorem</i> - to his father: first in line</p> <p><i>tantae pietatis</i> - such great devotion</p> <p><i>at</i> - but: strong contrast</p> <p><i>agnoscas</i> - enjambement</p> how she presents Aeneas <p><i>Troius</i> - first word</p> <p><i>insignis</i> - famous</p> <p><i>pietate</i> - his famous devotion</p> <p><i>armis</i> - fighting skills</p> the way Charon reacts <p><i>residunt</i> - subsides</p> 	[10]

Section A: Virgil		
Question Number	Answer	Max Mark
19 Cont'd	<p><i>residunt</i> - last word in line <i>ira</i> - anger <i>nec plura his</i> - easily persuaded <i>admirans</i> - wondering at</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
Section A Total		[50]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
20	What question does Lesbia ask? How many kisses (1) will satisfy Catullus (1)?	[2]
21	Which continent is Catullus referring to? B - Africa	[1]
22	Why does Catullus mention these places? To show off his knowledge To impress Lesbia To exaggerate To show the extent of his love Any two of these or similar points	[2]
23	Catullus describes himself as <i>vesanus</i> (mad). Why does he describe himself this way? He is madly in love.	[2]
24	What is Catullus afraid of in the last two lines? that curious people might put a curse on them (1) through knowing precise information about them (1)	[2]
25	How does Catullus show how strongly he feels in these lines? <ul style="list-style-type: none"> the emotions Catullus shows <ul style="list-style-type: none"> <i>miser</i> - wretched <i>ineptire</i> - he feels a fool <i>amata nobis</i> - he loved her <i>iocosa</i> - pleasant times <i>tu volebas</i> - you wanted her then his use of imagery <ul style="list-style-type: none"> <i>candidi soles</i> - bright suns <i>fulsere tibi</i> - shone for you repetition of the line	[10]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
25 Cont'd	<ul style="list-style-type: none"> the change in the relationship <p><i>quod vides perisse</i> - their relationship is lost <i>fulsere soles</i> - they had good times in the past <i>puella ducebat</i> - Lesbia led him on <i>amata</i> - he loved her</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
26	<p>To whom does <i>illa</i> refer?</p> <p>Lesbia or Clodia</p>	[1]
27	<p>How has this person changed?</p> <p>She no longer wants him.</p>	[1]
28	<p>What is Catullus trying to persuade himself to do?</p> <p>To forget her or to harden his heart.</p>	[1]
29	<p><i>vale puella</i>: what is Catullus saying?</p> <p>A - goodbye, girl</p>	[1]
30	<p><i>iam Catullus obdurat</i>: what does this mean?</p> <p>C - Now Catullus is firm.</p>	[1]
31	<p><i>nec te requiret</i>: what does this mean?</p> <p>C - Catullus will not look for you.</p>	[1]
32	<p><i>nec rogabit</i>: what does this mean?</p> <p>D - He will not ask for her.</p>	[1]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
33	<i>invitam</i>: what does this mean? B - Lesbia is unwilling.	[1]
34	Explain why the theatres are described as <i>curvis</i>. They are semi-circular.	[1]
35	<i>venare</i> (hunt); who or what is to be hunted? Girls or women	[1]
36	<i>voto fertiliora tuo</i>: what do these words mean? C - more productive than you could wish	[1]
37	<i>quodque semel tangas, quodque tenere velis</i>: what two types of relationship is Ovid describing here? a one-night stand (1) a long affair (1)	[2]
38	Pick out two details of this simile, and explain how each relates to the theme of Ovid's poem. women are like ants (1) women are like bees (1) the ants hurry with the food (1) like the women hurry to the theatre (1) there are many ants (1) the shows are crowded (1) Any four of these or similar points	[4]
39	Tick the five true statements. A - C - D - G - J	[5]
40	Here Romulus gives the signal for his men to grab hold of the Sabine women. How does Ovid make this a vivid and dramatic passage? <ul style="list-style-type: none"> the violence of the men <i>protinus exsiliunt</i> - they leap up at once <i>clamore</i> - they shout	[10]

Section B: Catullus and Ovid		
Question Number	Answer	Max Mark
40 Cont'd	<p><i>iniciunt manus</i> - they grab the women</p> <p><i>cupidas</i> - their hands are lustful</p> <p><i>sine lege ruentes</i> - rushing pell-mell</p> <ul style="list-style-type: none"> • the use of the simile <p>the women are like doves</p> <p>the men are like eagles</p> <p>the doves are very fearful, like the women</p> <p>the women are like lambs</p> <p>the men are like wolves</p> <ul style="list-style-type: none"> • the reactions of the women <p><i>timuere</i> - they were afraid</p> <p><i>in nulla fuit color</i> - they paled</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions (Foundation Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the points in the indicative mark scheme; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered in detail; • Well-chosen quotes relating to what the author says and how he says it; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-8	<ul style="list-style-type: none"> • Two bullet points covered in detail, or a narrower range of stylistic features or points of content; • Some quotation relating to what the author says and how he says it; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily, with few relevant quotes and a narrow range of points; • Limited quotation relating to what the author says and how he says it; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> • One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no quotation relating to what the author says and how he says it; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

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Assessment Objectives Grid (includes QWC)

Question	AO1	Total
1-40	60	60
Total	60	60

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